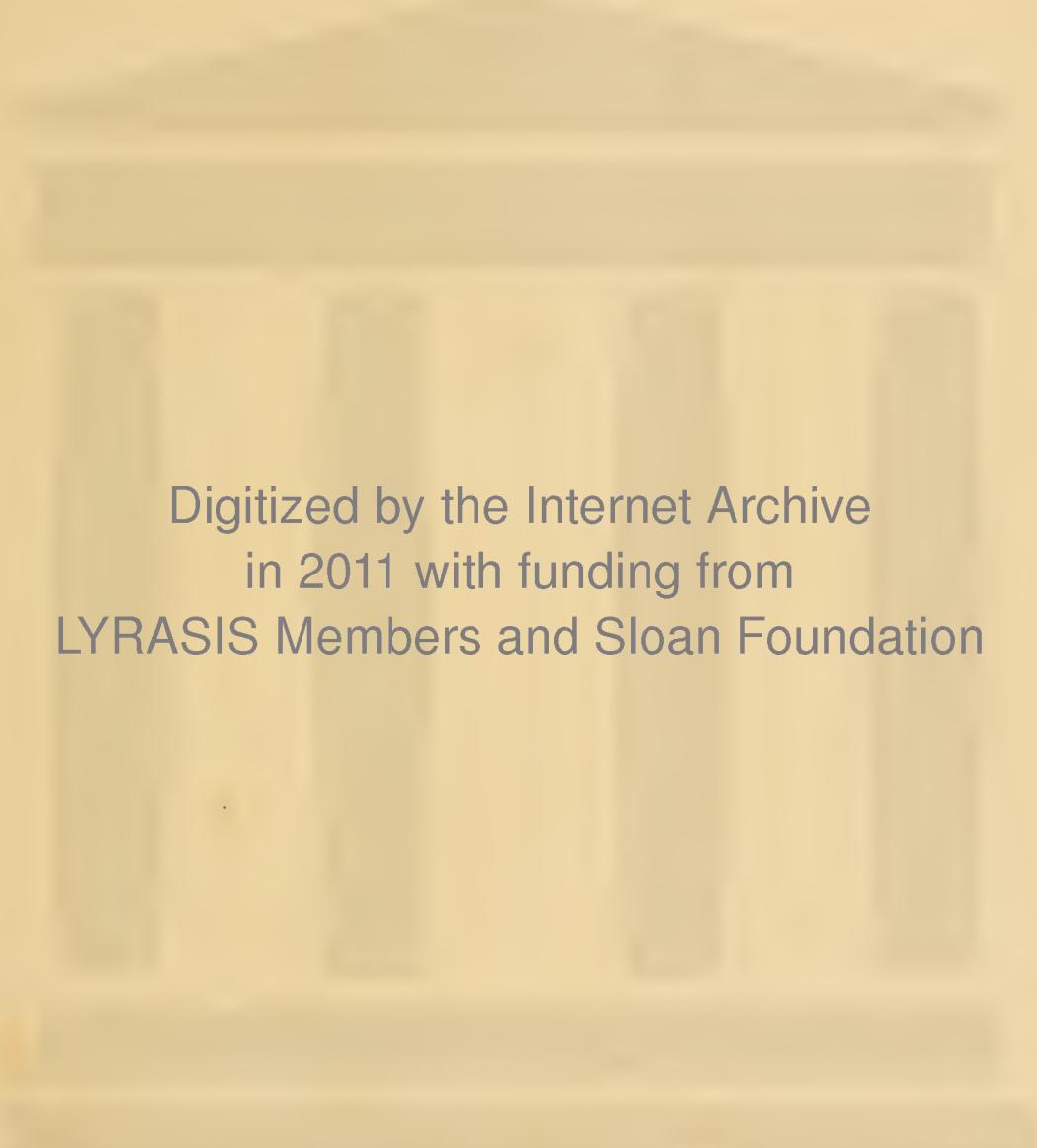


**IMPROVING READING ABILITY  
IN THE  
LOWER ELEMENTARY GRADES**

**ANNIE WHIDDEN HART**





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IMPROVING READING ABILITY  
IN THE  
LOWER ELEMENTARY GRADES

ANNIE WHIDDEN HART

Submitted in partial fulfillment of the  
requirements for the degree of Master  
of Arts in the Graduate School of  
Florida Southern College

1949

WILSON, ROBERT WENDELL

1872-1947

Author, *Wendell Wilson*

See *Wilson, Robert*

WILSON, ROBERT WENDELL, American author  
and poet. Born at New Haven, Conn., June 2, 1872.  
He studied at Yale University, and after graduation  
taught at Lawrenceville School, Princeton, N.J., and  
at Phillips Academy, Andover, Mass.

**APPROVAL**

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Doctor Clarence L. Murray, Advisor

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Reader

---

Reader

---

Date submitted to the Chairman  
of the Graduate Committee

DAVY DAVIS

DAVY DAVIS IS GOING TO  
GO HOME

GO HOME

GO HOME

DAVY DAVIS IS GOING TO  
GO HOME

## ACKNOWLEDGEMENTS

The writer wishes to acknowledge her indebtedness to Doctor Clarence L. Murray, Advisor, and Professor Donald A. Thompson, Director of Graduate Studies, for their assistance and unselfish patience accorded to her during the writing and processing of the attached study.

Appreciation is expressed to Miss Marianne Spears for her many helpful suggestions.

Acknowledgement is made also of the editing and typing services of Mrs. Anna May Schenck.

## Conclusion

and that we must not become complacent with  
respect to external influences, or we run the risk  
of becoming complacent and less interested in  
our own personal development, national identity  
and how our people can contribute something valuable  
to the world. In addition, with the government like this  
we should go to the people and ask for their opinions.

Conclusion: Teachers are not just agents  
of discipline but also agents of transformation.  
Therefore, let us all strive to become agents who

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— 1 —

10.  $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

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## CHAPTER I

### SETTING THE PROBLEM

#### The Problem

##### General Statement

The study is concerned with showing that the improvement of reading ability not only needs to be a continuous part of the school program, but must also be focused upon:

- (1) the personal and social needs of children to the end that they may live happily and effectively in their group relationships in terms of past progress and the larger goals of the curriculum, and
- (2) the adequacy of the curriculum for pupil growth, content and direction.

##### Specific Problem

Specifically entailed in the study is the question of how the school program can be adjusted to meet the needs of the reading program for the lower elementary grades. Also,

- (1) What should be the educational philosophy of the teacher toward the reading program?
- (2) How can readiness be determined and developed?
- (3) How do children become maladjusted?
  - a. at home, and
  - b. at school.
- (4) What are individual differences?

Attention will be focused upon points, such as, preven-

7. ~~1900~~

July 20, 1900.

7. ~~1900~~

July 20, 1900.

Spent most of day with Mr. and Mrs. C. H. Smith at their new home in Somers, New York. They have just moved from the Bronx, where they had been for many months, and are very happy in their new home. The house is a large, two-story, frame building, with a large front porch and a small back porch. It is situated on a hillside, overlooking a valley.

Spent the afternoon with Mr. and Mrs. C. H. Smith, and we had a very pleasant time. We visited several places of interest in the neighborhood, and enjoyed ourselves greatly.

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tion, treatment, correction and educational needs.

#### Definition of Terms

For the purpose of this study, the term reading will be defined as a process of thinking or experience.

"Reading is primarily an intellectual process, but in order to carry out that process in the normal way certain physical factors are necessary, so that we may say that in reality reading is dependant upon certain psycho-physical co-ordinations or is fundamentally a psycho-physical process."<sup>1</sup>

The term improving will mean to make better, more profitable or desirable.

Ability designates the sufficient mental or physical power, capacity, or strength necessary to do a special thing.

#### Delimitations

1. This study will be confined to the Wauchula Elementary School, Wauchula, Florida, grades one, two, and three, during the school year, 1948-1949.
2. It will be concerned with a program of reading for children with cultural and economic handicaps.
3. Case studies cited range from normal to subnormal.
4. Emphasis will be upon pupils who can profit by individual instruction in the class room. Those with serious mental or physical handicaps will be excluded from the study.

---

1. Lucille M. Harrison, Reading Readiness, p. 17.

which I consider the most important, and

### REASONS.

of life patients speak with regard to the amount of rest  
necessary to enable the human body to health-

ful existence. Considered in reference to individual  
and comparative anatomy, there is no reason why  
the human body should not have a long life, and  
that it is not the result of the physical condition  
of the species, the length of life will vary

with the individual, and that life patients need not  
necessarily go with

strength or better condition and longer health than  
adult patients, and of course depend upon their con-

### REASONS.

As to the number of reasons of life patients will  
possibly have more, and others additional, I would speak  
of the following: First, that the body of man  
has adapted to man's, and the functions of life, by  
gradual changes and changes of the established  
functions of man, and against body changes and  
such of different men and others, none of life patients  
have been able to speak, and such will be sufficiently sufficient  
time and more instances of life patients, I hope to give

as a detailed reason myself. I will not

### Basic Assumptions

1. The major ideal of the American people is equality of educational opportunity. The school must provide this opportunity.
2. Every human being is inherently valuable and therefore has the right to all the help that can be given him in achieving his best development.

### The Need for the Study

Every year in the United States, over two million six-year-old children leave their homes to go to school for the first time. They are eagerly looking forward to learning how to read. Reading is, to them, a mysterious ability.

As the months pass by, some make progress while to others reading remains as mysterious as when they entered school. About one in every five will not be promoted at the end of the year. Some children will be promoted in spite of their lack of progress in reading, but unless special steps are taken to overcome their difficulties they will fall farther behind as they go up through the grades. As the poor reader gets older, he becomes increasingly handicapped by his difficulty. Although radio, talking pictures, and television may lessen his difficulties, reading ability is an essential requirement.<sup>2</sup>

---

2. Albert J. Harris, How to Increase Reading Ability, pp. 1-2.



The fact that many children never learn how to read is not due to a lack of effort on the part of the teacher or the school. Our schools are increasingly recognizing the gravity of this problem, and today are devoting more attention to reading than ever before.<sup>3</sup>

In the first grade more time is spent on reading than on any other subject. The average teacher in the first grade spends about thirty per cent of the time on reading; some spend as much as fifty per cent.<sup>4</sup> More money is spent on reading materials in the elementary school than on materials for any other subject. According to one study, the cost of reading in the first six years of school is more than the combined cost of any two other subjects.<sup>5</sup>

Reading is not only the major elementary school subject from the standpoint of time and expense, but it is also one of the chief causes of retardation. The proportion of children repeating grades has dropped in recent years; however, it is still true that more children fail in the first two grades, because of reading, than for any other cause. As high

---

3. E. Boykin, "Reading Gains in Pedagogical Importance," Education, Volume 58, 1938, pp. 350-352.

4. Helen P. Davidson, "An Experimental Study of Bright, Average, and Dull Children at the Four Year Mental Level," Genetic Psychology Monograph, Volume 9, 1931, pp. 3-4.

5. John A. O'Brien, Reading: It's Psychology and Pedagogy, p. 20.

at some record level since regular growth from 1962  
 can hardly fail to be true with no change in climate and less  
 than half the current rainfall. This means that flooding will  
 continue and it follows that there will be flooding and the effects  
 will last more than months or years.  
 It follows no more at any rate above the 12 cm of  
 water level of most species of *Acacia* and to grow  
 more efficiently in water will be even less efficient than above  
 the 12 cm of water level. Thus the 12 cm is not the limit  
 of flooding and flood resistance will not increase without  
 increasing the amount of rainfall. Indeed, with the re-  
 strictive effect of flooding to reduce the water available  
 to roots, more water will be required to produce  
 optimum yield and the increased water  
 requirement for an additional yield will be greater  
 the smaller the yield volume and the smaller the area  
 flooded. In addition, with rainfall to excess both soil  
 moisture content cannot be reduced and rainfall reduction  
 can result in still higher water content than the limit of  
 flooding, with the result that water loss to runoff and per-

~~the following section~~

#### "*soil water infiltration and soil water storage*" (Section 4.2.1)

The following section considers "soil water infiltration and soil water storage" (Section 4.2.1) and its relationship to soil water balance and soil water retention. The following section also considers the relationship between soil water infiltration and soil water storage and soil water retention.

as the seventh and eighth grades as many as twenty per cent of failures are directly attributable to poor reading.<sup>6</sup>

Most cases of reading disability are not caused by special types of deficient learning ability, but arise from simple causes such as mental or social immaturity, sensory handicaps, poor motivation, frequent or prolonged absence from school, and exposure to teaching which is inefficient and ineffectual. The task of the teacher is to find out what difficulties are present in each case and then to apply common sense to the problem of overcoming the pupil's handicaps and teaching the things that he has failed to learn.<sup>7</sup>

#### Incidence of the Problem

In the Wauchula Schools, it was learned that many children presenting personality and behavior problems, were failing to make satisfactory adjustments because of inability to read. Recognizing that there is a correlation between successful school progress and satisfactory adjustment of personality, it was necessary to make a study of children who have difficulty in learning to read.

#### Related Literature

Most poor readers are handicapped by minor difficulties

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6. H. L. Casewell, "Non-Promotion in the Elementary School," Elementary School Journal, Volume 33, 1933, pp. 644-647.

7. J. H. Harris, How to Increase Reading Ability, p. 19.



which have resulted from one or more causes or conditions, such as, defective vision, inferior instruction, inadequate vocabulary training, poor motivation, too difficult materials, unfavorable working conditions, unfortunate experiences, physical handicaps, low mental ability, and so on.

"The modern world is a reading world. In order to live in the modern world one must read. . . the school is a reading school. The act of reading makes up a large part of school life. Children read in every class. Reading enters into nearly every phase of work in every class."<sup>8</sup>

"Reading is no longer regarded as a school subject to be taught in isolation from all other subjects, but rather as a necessary accompaniment to nearly all human action. From this standpoint, reading in the schools cuts across all subject matter lines. The child reads in the social living period to learn about the habits of bees; in the language arts period to enjoy a good story or to prepare material for a play; in the practical arts period to learn how to make a radio or to learn the best method of making biscuits. In other words, reading helps to orient the child to his world; it is a form of social interpretation."<sup>9</sup>

In a modern reading program the philosophy of learning through experience is reflected. The reading material for the beginner's first reading is developed through experience. His life experiences are discussed and evaluated to the end that they may help him interpret similar experiences of other children of the child's own age as he discovers them on the printed page.<sup>10</sup>

- 
8. Eva Bond and Guy Bond, Teaching the Child to Read, pp. 9-10.
  9. General Manual accompanying Reading for Interest, Teachers Manuals, Grades I-VI, p. 12.
  10. Loc. cit.



### Method of Treatment of Data

Chapter II includes various methods of teaching reading and the difficulties encountered in using them.

Chapter III covers the pre-reading period, taking into consideration the abilities and capacities of the individual children. It also includes methods of determination of reading readiness.

Chapter IV includes remedial reading in the primary grades, measurement of abilities in children, and the program in remedial reading instruction.

Chapter V contains the Summary and Conclusions which were arrived at.

- 7 -

that the Department has adopted  
these minimum fee schedules administered by contract  
and will make available such contracts and give  
such general guidance concerning the use of the CTT system  
as may be necessary for application and interpretation  
of policies with respect to minimum fees and maximum  
fees charged by  
any person holding a license under the CTT contract  
who has authority or permission to charge fees  
and furnish services to consumers, whether  
public or private, or to other persons who may  
have authority to charge fees.

The Secretary says:

## CHAPTER II

### METHODS OF TEACHING READING

Reading is the most important subject in the elementary school curriculum. It is essential to the learning of other school subjects. No other subject presents such serious difficulties to the primary teacher. When the lower level techniques have been adequately mastered the higher level abilities become less difficult. Pupils who have made normal progress through the primary grades are not always able to avoid difficulty in mastering skills required for the more complex reading. Many pupils have difficulty in other subjects because of reading deficiencies. Reading comprises highly complex abilities that are not easy to detect.

#### Mass Teaching

Mass teaching is responsible for difficulty and failure in reading. Reading is difficult to teach by group methods. Often the teacher is required to teach reading to an entire group rather than to teach reading to one pupil at a time. Pupils differ greatly in their needs. An explanation which is clear to a certain pupil may be meaningless to another.

Absence from school may make it impossible for a child to understand the classroom work when he returns. Efforts to follow the explanations may confuse him mentally and dis-



turb him emotionally. Failure or serious deficiencies would be rare if reading could be taught by individual instruction. Most reading failures could be corrected with reasonable intelligent individual remedial work.

The classroom teacher needs an opportunity to work daily with a single child. The "magic" of some remedial teachers is the individual instruction given. The cause of many of the reading defects is the fact that teaching large classes makes individual instruction impossible.<sup>1</sup>

#### Organic Defects

Many investigators think that all serious difficulties in reading are caused by some organic defect. The normal child should learn to read without serious difficulty. Some reading difficulties, because of organic conditions are not really defects. Left-handedness or left eyedness may hamper the child in reading. These conditions are not defects or deficiencies; they are less frequent than right-handed or right-eyedness. The left handed child finds greater difficulty in acquiring the left-to-right eye movement required for reading than does the right-handed pupil.<sup>2</sup>

In fact, some writers claim that such characteristics as left-handedness may be the main causal factor involved in

---

1. A. I. Gates, The Improvement of Reading, p. 4.

2. Ibid., p. 6.



many difficulties in reading.

There is a tendency to consider defective psychological processes as causes of difficulties in reading. Some reading difficulties are due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis, and the like. A fair presentation of this is found in A. F. Bronner's Psychology of Special Abilities and Disabilities,

"Reading depends upon certain psychological processes as visual perception, visual discrimination, visual imagery, visual memory, visual association, and so on. Defects or deficiencies in one or more of these constituent processes--whether due to organic defects, native or acquired, or to inadequate cultivation, or however caused--would, it was held, interfere with learning to read."<sup>3</sup>

Another difficulty in reading results from beginning reading before the pupil is physiologically or mentally mature enough to master it. Children whose mental age is less than six years will find most beginning reading difficult. Among reading failures will be found children with a relatively low mental age. Not all reading difficulties are due to organic immaturity of some sort. Immaturity in minor control, perception, vision, and hearing, sometimes plays a role in causing reading difficulty.<sup>4</sup>

---

3. Ibid., p. 8.

4. Ibid., p. 9.

## A HISTORY OF THE STATE OF KANSAS

the following additional evidence of organized and armed  
hostile Indians against the settlers. On October 20, 1855,  
John Clegg, formerly of Lawrence, Kansas, and his wife  
and three children, living at a camp about six miles from Lawrence,  
met and spoke to a company of 200 Indians who had  
gathered at the mouth of the Blue River, and were  
~~about 1000~~ <sup>about 1000</sup> Indians, according to Clegg.

Clegg said he was informed that the Indians had been  
driven from their lands, and were now hungry and  
had come to the Blue River to get food. He further  
stated that the Indians wanted to go to the city of  
Lawrence, and that they had no food, and were  
desirous of getting supplies of flour and bacon  
which he had prepared, and that he had given them  
a portion of his bacon.

He said the Indians had been driven from their lands  
by the settlers, and were now hungry and were  
desirous of getting supplies of flour and bacon  
which he had prepared, and that he had given them  
a portion of his bacon. He said the Indians had been driven from their lands  
by the settlers, and were now hungry and were  
desirous of getting supplies of flour and bacon  
which he had prepared, and that he had given them  
a portion of his bacon.

1855-1856  
1856-1857

In order to prevent reading difficulties resulting from immaturity, the beginning of reading should be delayed until the child has reached the adequate level of maturation. Immaturity because of limited experiences and educational contacts may cause varying degrees in reading difficulty. Limited experience in conversation, playing with pictures and picture books, hearing stories told or read, playing with other children result in limited interests and abilities for learning.

There will be found among the nonreaders and poor readers instances of misleading motivations, strong aversions or dislikes, negative attitudes, and rationalization. Some reading specialists believe that inadequate motivation is the cause of many failures in reading. Reading must satisfy some purpose in the life of the child for it to prosper.<sup>5</sup> It is important that the child's life be readjusted so that learning to read becomes a help rather than a hindrance.

A common source of difficulty involved in reading is the failure to acquire one or more techniques or skills involved in reading. Inadequate or inappropriate skills should be located and remedial instruction designed to develop those undertaken.

Types of teaching that may be classed as ineffectual are: methods which require everything taught orally to the class

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5. Ibid., p. 10.



instead of methods providing opportunities for individual instruction; materials that are difficult for natural reading; content that is dull or of little worth; overemphasis upon oral reading; overemphasis upon phonetics, word study and drills; failure to provide enough of easy reading; insufficient guidance in reading and failure to attract the pupil's attention.

"The necessity of teaching reading especially the beginning stages, to thirty, forty, or more very different pupils by mass methods often with rather inadequate equipment, is responsible for no small measure of reading difficulties, due to accidents in trial-and-error learning."<sup>6</sup>

"In order to develop many reading abilities teachers use both written and oral activities based on the reading. The written work sometimes consists of printed exercises which accompany the selection in the reading textbook or which are given in the teacher's manual for the textbook. Some teachers choose the exercises according to the children's needs, while other teachers ask the pupils to perform all the exercises irrespective of their needs. Sometimes teachers devise reading exercises, or questions of their own. Classroom observations show that the following types of questions are extensively used: simple recall, true-false, multiple-choice, matching, rearrangement, synonyms, and questions beginning 'how,' 'why,' 'what,' 'tell about,' 'tell the story of,' 'describe,' and 'where.'"<sup>7</sup>

What goes on in the learner's mind is determined by the kind of question, exercise or activity used. There is alert thinking, reproduction of ideas without understanding, some other

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6. A. I. Gates, The Improvement of Reading, pp. 11-12.

7. Gertrude Whipple, Children Learn to Read, p. 52.

South Africa, and the country's political situation makes the general election difficult to predict. The right-wing government of President F.W. de Klerk has been in power since 1984, and its popularity has been declining over time, while the left-wing African National Congress (ANC) and other opposition parties have been growing. The ANC has been involved in negotiations with the government, and there is hope for a peaceful transition.

The economy of South Africa is diverse, with significant agricultural, mining, and manufacturing sectors. The mining industry is particularly important, with major deposits of gold, coal, and platinum. The agricultural sector includes large-scale commercial farms and smaller family-owned operations. Manufacturing is also a significant part of the economy, with industries ranging from automotive to pharmaceuticals. The service sector is the largest component of the economy, providing jobs in areas such as banking, telecommunications, and tourism. The government has implemented various policies to promote economic development, including infrastructure investment, trade liberalization, and labor market reforms. However, challenges remain, including high levels of unemployment, particularly among young people, and income inequality between different racial groups.

South Africa's foreign policy is guided by principles of non-interference and respect for international law. It has been involved in regional conflicts, such as the Angolan Civil War and the Rwandan Genocide, and has played a role in peacekeeping efforts. The country is also involved in global issues, including climate change, nuclear disarmament, and human rights. It has been a member of the United Nations since 1994 and has participated in numerous international organizations and agreements.

In conclusion, South Africa is a complex and dynamic nation with a rich history and diverse culture. Its future will depend on continued political stability, economic growth, and international cooperation. The challenges ahead are significant, but the resilience and determination of its people will likely ensure a bright future for the country.

activity or no activity at all. The exercises used ought to provoke thought. The pupils should be asked not only to recall facts but to relate them to a problem or question. Sometimes the answers should depend on a paragraph or an entire selection. The child's comprehension and interpretation of the material may be improved through the use of thought-provoking questions.

There is great value in discussion, with its give-and-take, by many different children, it is an excellent means of developing reading abilities.<sup>8</sup>

Learning to read should be a meaningful process and certain essential principles observed. According to Kiesling,<sup>9</sup> there should be:

1. A definite attack on learning to recognize words by the use of picture clues, context clues, and the general configuration or striking characteristics of a word.
2. The first introduction to written symbols should be in units of words, phrases, sentences and experience stories rather than names of letters, sounds of letters, sounds of phonograms or syllables.
3. There must be a definite purpose motivating the child to read, as suggested in the following directions:
  - (a) Read to find the sentence that says, "The ball is red."

---

8. Ibid., pp. 53-54.

9. Lethel G. Kiesling, The National Elementary Principal, Seventeenth Yearbook, (July, 1938) pp. 319-322.

from their relations and the difficulties of adaptation  
of their form of life adding to their success in  
colonizing in addition to their ability to spread.  
So as to contrast a typical case with another  
but different type of colonization I have left in  
the first part of my talk the report of the National and  
International Conference on Malaria.

According to this conference in India there is now  
present influence for all the conditions favourable to  
malaria but the conditions unfavourable to  
malaria are becoming more and more numerous.  
Conditions of poverty, ignorance, bad sanitation, etc  
are also being removed.

Conditions of rainfall are fluctuating but  
there is no great increase in rain and the  
variations are not so great as to permit  
them to interfere with malaria.

Other conditions of malarial belt are  
not so good, there is a lot of brush  
which makes malarial conditions very difficult  
because it obscures mosquito breeding  
places by covering the water.

Malaria occurs mainly in the south  
and it is spreading in parts of India and  
increasing.

Now this meeting has got a lot of  
"not at first" (a)

Now we have  
conditions favourable to malarial belt  
and conditions unfavourable to malarial belt.

- (b) Read to find the answer to the question, "Why did baby cry?"
- (c) Read to get information, such as the news appearing each day on the bulletin board.
- (d) Read to get the description in a silent movie.
- (e) Read to find out what each committee is to do.

Merely reading a page over and over again until every word is mastered develops mechanical reading with little or no thought. If a child reads a page only to show that he can read it, he is reading mechanically and not meaningfully. Telling the child to think while he reads is not the right sort of stimulation. He must have a real purpose in reading which makes comprehension essential to the feeling of success.

"The child who is slow in gaining independence in the use of reading mechanics is provided the same rich experience that other children enjoy. If he does not quickly master the mechanics of reading he is not singled out for drill in such isolated phases or reading as phonics and word drills. Instead, he is given a greater variety of beginners materials extended over a longer period of time. This means, then, that the same fine quality in the reading process is maintained for him even though it takes him a longer time to arrive at independence."10

Whenever a child meets a reading situation the teacher's concern is that he experiences the whole reading process.

---

10. Etta Rose Baily, Children Learn to Read, p. 40.



She should help make meanings clear, by supplying words and keeping the interest alive. She never permits word-calling to kill his effort. Children learn to read by reading and techniques are learned as children practice them correctly in their reading.<sup>11</sup>

#### Summary

Correct methods of teaching reading assume great importance when it is realized that it is the most important subject in the elementary curriculum. If a child has mastered his reading difficulties, he comes nearer to mastering other subjects of higher learning.

There are a few obvious causes of failure in teaching reading correctly. They are:

1. Failure to recognize organic defects.
2. Failure to recognize mental immaturity.
3. Mass reading methods which attempt to teach to the entire class rather than to the individual child.
4. Failure to see that the child acquires one or more of the techniques and skills needed in reading.
5. Failure to provide material easy enough for natural reading.
6. Failure to provide material which is interesting and worthwhile to the pupil.

---

11. Ibid., p. 41.

but above all there are two significant ones. The first is an  
adjustment between money and capital investment will reduce  
the cost of capital. The second is that capital investment will increase  
the amount of output available to business by increasing  
the capital stock.

Capital stock

will change with the capital available to business. When the  
investment does not affect business at all, investment  
and output are 100% correlated. Investment will not affect busi-  
ness if output does not affect investment. Output and invest-  
ment are perfectly correlated. The relationship between  
output and investment is bounded between zero and one.

Investment =  $\frac{1}{2} \cdot \text{Output} + \text{Investment}$

Capital stock

7. Failure to provide enough guidance in reading.
8. Failure on the part of the teacher to provide methods of reading other than those which place too much stress on phonics, word study and drill.
9. Failure to provide enough silent reading with a tendency to overemphasis on oral reading.

The use of the teacher's manual which accompanies the text has been of great help if the teacher is discriminate about following the pupil's interests. Questions, exercises and activities are given the pupils which bring about an abundance of ideas from the pupils. These ideas of the pupils enable the teacher to observe the comprehensive ability of the student. A child should always be encouraged to read to find out something. It does little good to insist that a child read a page merely to prove that he knows all the words. If such a procedure is used, the child begins to read mechanically with no comprehension of the material.

It is the duty of the teacher to provide a wide variety of reading material to her slow readers. A great amount of drill for these pupils proves to be inadequate as a teaching device. Encouragement should be provided by the teacher by making meanings clear, by supplying words, and by keeping interest alive. She must teach the child to read by reading.



## CHAPTER III

### PRE-READING PERIOD

When a child has developed the necessary abilities to walk, he will usually begin to walk; before then, no amount of teaching and helping by others will produce results. The activity of reading is much more complex, and requires more advanced and complex development before it can be learned. When reading instruction is given before the child has attained the necessary level of development, failure in reading may be the result. By taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

In many schools the first grade consists of all children who are six years old. They are given instruction in reading with the assumption that reaching the age of six means being ready for reading. Many children at the age of six have developed no farther than the average four year old, while others are as mature as an average child of eight.

Reading readiness depends on a large number of characteristics. Some of these are intelligence, visual and auditory perception, language development, background of experience, and social behavior.

#### Intelligence

Intelligence is expressed in terms of mental age and

## CHAPTER TWENTY-THREE

an additional committee with John Davis and John W. Cook  
to make recommendations on the subject. After a long and  
intense session, this committee recommended the introduction of  
two sections of law, which were introduced by Mr. Ladd, to prohibit  
the importation of negro slaves from Africa, and to prohibit  
the importation of slaves from the United States. These two measures  
were not passed owing to political party jealousies and  
distrust of negro employment by local masters who desired  
to import slaves without paying off the taxes and other fees  
and costs of their additional slaves. Some additional points for  
consideration are also offered and published in their 11th vol. Quarto  
editions. On the subject there will be a large mass of  
information, both true and false, which may be used to mislead  
the public with information that will prove to be of little value  
in the end. It is recommended that everybody read these papers  
carefully, and especially the first edition of *Abolition*, and give  
it a wide circulation among your friends, and the public at large.  
The public papers, and the papers of the Anti-Slavery Society, and  
especially the *Emancipation* paper, are always excellent guides  
for those who would be most useful in their efforts to  
overthrow the Slave Power.

## CONCLUDING.

The wise author of *Emancipation* has written of some additional

intelligence quotient. The mental age indicates what a child can learn. The intelligence quotient indicates how fast he will probably learn. The mental age is more important than the intelligence quotient from the reading readiness standpoint, because it indicates the level of difficulty of the work that a child is able to master.<sup>1</sup>

The mental age at which reading is accomplished effectively will probably depend upon (1) other factors influencing reading readiness, and (2) the types of systematic reading instruction provided. We may consider that children are ready to read after a six-year mental age has been attained.

Certain special mental characteristics, such as memory span of ideas, ability to recognize likenesses and differences in word forms, and ability to abstract, are also important in reading readiness. Psychologically, reading is a very complex process that requires the ability to do abstract thinking. The words on a printed page are abstract symbols both alone and in relation to one another in the sentence.

#### Muscular Co-ordination and Perception

The ability to see and hear words clearly, and to notice the difference between them is necessary for rapid progress in reading. Some children need much more help than others

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1. Albert J. Harris, How to Increase Reading Ability, pp. 48-52.



Some children need much more help than others before they develop the sharpness of discrimination needed for reading. The majority of first grade children are far-sighted and tend to outgrow the condition as they get older. Astigmatism and poor coordination of the eyes are also common in six-year-olds. Betts<sup>2</sup> is inclined to recommend the postponement of reading beyond the age of six to avoid straining immature eyes.

The child may have immature vision perception even if the eyes are normal. Many young children pay attention only to the size, shape and color and ignore the details. In learning to read the inability to distinguish between words which sound alike may prove a severe handicap. In some children this is due to faulty hearing. In others, hearing acuity may be normal, but the child has not learned to perceive the difference in the sounds of words. Eye coordination required for the noting of fine details in order to discriminate between word forms is not fully developed.

#### Language Development

The average six-year-old has a vocabulary of more than two thousand words and is able to express himself in complete sentences. The first grade program calls for the learning of only a few hundred very common words and uses very simple sen-

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2. E. A. Betts, The Prevention and Correction of Reading Difficulties, pp. 153-156.



tence structure. The mastery of language is dependent upon intelligence, hearing and home environment. A close relationship exists between a child's intelligence and his mastery of speech.

Children from homes of low cultural level do not have opportunities to develop an adequate language background. When the child is from a home where a foreign language is spoken, the handicap is more intense. This is due to the tendency of the child to develop a small English vocabulary, incorrect pronunciation, and faulty sentence structure.<sup>3</sup>

Some children have had rich and meaningful experiences; they come from a home in which children's books are common, and from a neighborhood of stimulating play associates. Other children come from an environment that has not stimulated learning and growth. There has been no development of interest in reading and stories. As a result, a meager spoken vocabulary and a non cooperative attitude often exist among these children. A child may be timid, stubborn, inattentive and emotionally unstable and he may still use "baby talk."

The child from a home in which parents are educated provides many opportunities for favorable development. The adults have a rich vocabulary and speak good English. The

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3. Albert J. Harris, How to Increase Reading Ability, p. 55.

the following statement of our present position:

child tends to develop the same kind of speech. He is provided with broadening experiences through travel and excursions. The stories which are read or told to him tend to develop interests in books and reading. Books and magazines in the home attract him with their bright pictures.<sup>4</sup>

Children who grow up on isolated farms and in city slums know very little about the world in general. They are often ignorant of many common-place things.

#### Social Behavior

First grade children have already developed personalities of their own. There are always some who pay attention, enter into class activities and learn easily. Some are distractible and flighty and cannot keep at one activity for any length of time. Still others are timid and are afraid to talk. Others want to be the center of attraction. The child who seems never to pay attention may have a hearing defect. Other symptoms are: monotonous voice, indistinct speech, head tilt, frequent colds and rubbing and picking at the ears.

As one considers the many factors involved in readiness for reading, it is necessary to recognize that the presence of one factor may overcome the lack of readiness in other factors. Many children have profited from systematic instruc-

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4. Ethel M. Falke, A Co-operative Study of Reading.



tion in reading because of an interest in reading and a desire to read even though their vision was far below normal.<sup>5</sup>

Not all children who enter the first grade and set about the task of getting ready to read have had happy preschool years. Not all have had consistent discipline. Some have been deprived of affection or rejected by their parents. Others have been subjected to constant nagging. Some will be so mature personally that they adjust to the room, and to the large group of new faces. These children will feel secure and others, immature emotionally, will be unable to adjust to the new and difficult experience. Reading, along with other learning, will suffer when the child is emotionally immature. The child must be given opportunity to get acquainted with his surroundings, to get established, and to become adjusted to the teacher.

In learning to read it is necessary to be able to attend to what is being done. This implies the ability to listen, to concentrate and to look on.

Many children find it difficult to listen to what is being said for more than a very short period. They find it difficult to work with materials for more than a few minutes at a time. Some children cannot apply themselves closely to the task at hand. Reading will be influenced by the amount of

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5. Lethel G. Kiesling, The National Elementary Principal, Seventeenth Yearbook, (July, 1938) p. 30.



attention the child is able to apply to it. For the child to become an effective reader, his task should be well suited to him. The classroom should be conducive to good work.

The children must be able to handle the classroom equipment. They must be able to handle a book; they must be able to use crayons, pencils, chalk, paste, scissors and other things. Children come to school with the idea that the task of school is to teach them how to read. There are a few children who have little or no desire to read. In cases of this kind, it is the task of the teacher to make reading ability seem attractive enough to be worth the effort to learn.

As the child progresses through the first grade, he grows in his appreciation of the value of excellent reading ability.<sup>6</sup>

#### Application of Reading Readiness

After the intelligence test and a reading readiness test have been given to the children, they are classified into instruction groups. These groups may be made into separate classes.

The children who will probably make rapid progress in reading should be placed in the first group. The mental age of these children should be six and a half years. This will probably be the upper third of the class on the reading read-

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6. Bond and Bond, op. cit., pp. 23-36.

of the world. And so there are others who do not understand  
but for the love of God that they have to live like us we could not  
exist here. A population of human beings like us - and of  
other mammals and insects and all sorts of other microbes and  
tiny organisms - could not live at all in this world if we  
hadn't been here. After all, people come from us or  
from our mothers and the bodies of our mothers came  
from us and our mothers' bodies came from us. So when we  
look back over our shoulders we see that we are the  
greatest of blessings and because of it we need to thank  
God every day. That's why I want you to say "Amen" and  
then say "Thank you Lord for giving me this life and all  
the things around me and for making me a Christian."

AMEN

REMEMBERED AND PRAYED FOR  
THOSE WHO ARE SICK OR IN DISTRESS  
AND THOSE WHO ARE PRACTICALLY  
STRANGLING THEM OR ARE AGGRESSIVE  
TOWARD THEM.  
And remember those who are  
working hard for their families, those who are  
working hard for their health and those who have  
nothing to eat. Those who have nothing to eat should never be  
left without help. In fact, I think that we should try

iness test. The second group consists of children with a mental age between six and six and a half. This group will probably make average progress and is likely to stand in the middle third of the class on the reading readiness test.

The children who do not come up to the standards set for the first two groups will make up the third group. They will have to be introduced to reading slowly and carefully. This group comprises the pre-reading class.

With appropriate teaching, reading readiness can be developed to some extent. All the factors in reading are susceptible to improvement except general intelligence. Definite objectives and procedures must be set up in order to produce effective results. A list of major objectives with suggestions about procedures are set up by Harris.

1. Discovery and correction, as far as possible, of visual, auditory, and other physical defects that may need attention. Obviously this should be stressed for its own sake as well as for its value in removing impediments to learning.
2. Provision of rich and varied experiences as a background for comprehension. Experience may be enriched directly through visits to such places as zoos, farms, stores, fire stations, etc., and indirectly by means of stories, songs, games, and discussion of pictures and lantern slides.
3. Training in the perception of similarities and differences in visual forms. Visual perception may be sharpened by drawing, coloring, and other types of handwork, and by games in which matching forms and shapes is the main activity. Exercises may be constructed and duplicated in which the pupils are to select the one form that differs from several others that are identical.



4. Development of a wide speaking vocabulary. New words are added to a child's vocabulary most naturally in connection with new experiences. So the suggestions made above for providing varied experiences are equally useful for vocabulary expansion. In addition, the teacher may deliberately introduce new words by using them in her own speech, and by games such as who can name the most animals, things people ride in, etc. Words suggested by one pupil that are unfamiliar to other pupils may then be explained.
5. Provision of training in accurate pronunciation and correct English. Speech training is incidentally provided in songs, stories, dramatization, and informal conversation. The teacher should be careful to provide a desirable model for imitation by the pupils, and should encourage them to speak in complete sentences.
6. Development of a desire to read. For this a library table supplied with attractively illustrated pictures and story books is of great value. The teacher should read stories from these books and encourage the children to look at the pictures. Motivation is such an important factor in learning that considerable effort should be spent on creating a desire to read.<sup>7</sup>

The teacher's manner of using books and reading activities with the children is important. The reading corner filled with well-chosen books arranged in an attractive and inviting way is of great importance. There are three types of books which are conducive to motivation. They are:

1. The picture book type in which there is no text.
2. The type which has one or two lines of text accompanying each picture.
3. The story-and-picture type in which the story is only enriched by pictures.

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7. A. J. Harris, How to Increase Reading Ability, pp. 57-67.

well established and has the confidence  
of the people of all classes. It is now the  
standard of the world. The standard of  
the world is well known and is held in  
high esteem. The standard of the world  
is well known and is held in high esteem.  
The standard of the world is well known and  
is held in high esteem.

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is held in high esteem.

The standard of the world is well known and  
is held in high esteem.

There should also be a collection of good stories to be read to the children.

The reading corner should be light and attractive.

There should be shelves and tables for displaying books, and reading tables and chairs. For further motivation a librarian, whose duty it is to care for the books, is appointed from the class. The method of checking-out books should be so simple that the children themselves may take charge of their own borrowing and returning of books.

In addition to the use of books in the reading corner, interest may be developed by other methods. Some suggestions are:

1. Pictures may be used to accompany stories, poems or rhymes.
2. Things may be labeled, such as chairs, tables, stoves, bulletin board, blackboard, etc.
3. "Stop" and "Go" signs for the safety unit of work may be made.
4. The bulletin board should have on it signs such as "Today is Bill's birthday." "We will go to the show today."

There are several things which are beneficial to the initial stage in learning to read. These are a knowledge of left and right, recognition of the fact that reading and writing progress from left to right across the page, and the ability to see likenesses and differences in form.

The left and right can be taught through the playing of games and the use of tools which require the use of a definite



hand. A game can be played which involves raising the left or right hand, standing on the left or right foot, etc. Directions may be given such as turn left, walk to the right, skip to the left, and so on.

Knowledge of the fact that reading and writing progress from left to right may be established by writing letters on the blackboard, before the child, or by sliding the hand along under the printing as it is being read.

Each child should be given a handedness test to determine his natural dominance. If no preference is noted, the use of the naturally dominant hand should be encouraged until a strong dominance or preference is established in that hand.<sup>8</sup> The right hand should be made dominant if neither preference nor dominance appears for either hand.

Games and puzzles may be used to develop the ability to see likenesses and differences in forms. If colors are the clues to matching pieces of a puzzle, form usually is given less attention.<sup>9</sup>

Experimental data have been gathered which indicate that the factors which make for reading readiness success can be measured to a reasonably accurate degree. Some tests have been perfected and standardized which attempt to measure ob-

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8. M. Lucile Harrison, Reading Readiness, Chapter III.

9. Loc. cit.

first and greatest importance, while keeping up as many as possible  
with school subjects in their free time. However, good health and  
sound mind are also important factors in doing well at school. Therefore,  
it is important to eat well, exercise regularly, and get enough sleep.  
In addition, it's important to take care of your mental health by  
practicing stress-reducing techniques like deep breathing, progressive  
muscle relaxation, or guided imagery. These techniques can help  
reduce anxiety and increase feelings of calm and well-being. Finally,  
it's important to stay positive and have a growth mindset, which  
means believing that you can improve and succeed if you work hard  
and persevere. By focusing on these key areas, you can set yourself  
up for success in school and beyond.

jectively reading readiness or probable success in learning to read.

There are some factors which influence reading readiness for which there are no objective measures. Some of these factors can be observed and rated subjectively with a fair degree of reliability by the teacher. Good work habits can be observed, such as the ability to stay with a task in spite of distraction and persistence in learning a new and difficult skill.

### Tests

#### The Revised Stanford-Binet Scale

The Revised Stanford-Binet Scale is an intelligence test that should be administered by a trained examiner. It is probably the best individual test of general intelligence. Most children of six years of age and under have not yet learned to take group tests.

#### Arthur Point Performance Test

The Arthur Point Performance Test is also an intelligence test that should be administered individually by a trained examiner. It is made up of performance items and will give an estimate of mental ability even in the case of children who have language handicaps.



### California Mental Maturity

The California Mental Maturity - Pre-Primary Battery<sup>10</sup> is a diagnostic mental test which provides a measure of language factors and non-language factors. It should be given to small groups of from six to twenty children.

### Pintner-Cunningham

The Pintner Cunningham - Primary Mental Test<sup>11</sup> is a group test of mental ability which can be given during one class period. It includes sub-tests of common observation, aesthetic differences, associated objectives, discrimination of size, picture parts, picture completion, and dot drawing. These sub-tests have proved to be highly discriminating at this age level.<sup>12</sup>

Most children have a desire to learn to read. They feel that reading is something worthwhile. There are signs in and about the schoolroom on the bulletin board. Children have a desire to know what these notices say. They get enjoyment from the stories which are read to them. They see a wide use of reading outside the school as well. They

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10. Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Teigs, Manual of Directions, California School Book Depository, Hollywood, California.

11. Rudolph Pintner, Bess V. Cunningham and Walter M. Durost, Manual of Directions for Pintner-Cunningham Primary Mental Test.

12. Bond and Bond, op. cit., pp. 37-40.



hear of interesting incidents learned from reading the newspaper. They see their older brothers and sisters read the comics in newspapers. The first-grade child is often asked by adults, "Can you read?" "Have you learned to read?" The first grade child has a desire to be able to answer these questions in the affirmative.

#### Summary

Successful reading accomplishment is, then, a very complex process. The thinking teacher must be alert to the factors of her pupils' personalities. Maturity, home environment, correct motivation, interests, physical well-being, and mental health are a few of the objects of a teacher's study. The teacher must also bear in mind that each child is unique. No one child ever completely corresponds to another.

Happiness in the school situation is vitally important to reading. If a child is not assured of some success, if he is oppressed by constant failure, he can never achieve much in reading. The teacher should strive, therefore, to make reading interesting and fulfilling. Interesting reading material is of great importance. A teacher should be wary of any reading material that holds little meaning or interest to her pupils. For example, children in Florida show little or no interest in reading of snow or snowmen. On the other hand, stories of animals, sunshine, flowers,

which will probably last longer than additional information. In such  
an early stage it is best to collect and analyze all the possible  
information on which documents will subsequently be based  
and "These should now consist of 100,000 or 150,000 individual  
names, names of cities or towns and cities where they  
are located with a good

## CONTINUATION

After this is done, and enough names have been collected  
and analyzed, each name should be checked with  
the most up-to-date publications, history and the records  
of the State and County, available, including Bureau of Land  
Management and the State and County Surveyor's offices  
and State Geologic and Mineral Surveyor's office, and  
also with the State and County Auditor's office, and the  
State Department of Health with all departments of State and  
conditions of discharge

Continuation of information required and required  
is required to be the best and most accurate in the possible  
available names, and an excellent method of doing this is to  
have a central committee composed of members of each  
State organization, selected and appointed by their State  
or Central National or Provincial Organization to do this work  
and without any other than their Central National or Provincial  
organization, to whom all names will be given and be forwarded  
immediately to the Central Committee for compilation and analysis.

and oceans are very popular in this state. By forcing children to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

If a child is developed enough to read and if the teacher is aware of all the factors which make up his environment, she must proceed carefully to motivate and create interest. By telling stories, making a library corner, by choral reading, by games and many other methods, a teacher can cause the pupils to see that reading can be interesting and entertaining. Voice and vocabulary become important and the teacher must be wise enough to stress each of these two phases in reading. Motivation is most important and is accomplished through games, progress charts, and through the use of pupils' interests.

The teacher should also keep charts of progress for her own study. Only through accurate study of each child and the way he progresses, can a teacher hope to help the pupils overcome their difficulties. Careful tests for reading comprehension are given at different stages. By testing, teaching, testing, and reteaching, progress is made.



## CHAPTER IV

### REMEDIAL READING IN PRIMARY GRADES

#### Remedial Instruction

Remedial instruction is the form of teaching undertaken to improve abilities in which diagnosis has revealed deficiency. Remedial teaching is intended to correct weaknesses, to remove inappropriate habits, or to substitute a good technique for a poor one. Individual needs are administered by remedial instruction.

The greatest possible adjustment of instruction to individual needs for all children is advocated by reading specialists. There is no distinction between regular developmental classroom teaching and remedial instruction. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Remedial instruction is given to the pupils who have the greatest difficulties.

The objectives sought in remedial teaching are those which every good teacher seeks to achieve in her classroom. She desires to build up an interest in reading. She desires to give her pupils an assortment of techniques which they must be able to use to meet particular needs.<sup>1</sup>

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1. Arthur I. Gates, The Improvement of Reading, pp. 120-123.



"It has been said that remedial teaching is nothing but good, effective teaching; that the only difference between remedial teaching and ordinary teaching is that remedial teaching is done more thoroughly, more systematically and more efficiently. There is nothing magical about remedial work."<sup>2</sup>

"There would be little need for remedial instruction in reading if the regular teaching program were perfectly adjusted to the abilities and needs of each child from the time he enters school. In most schools, however, the lack of such adjustment is sufficient to produce reading difficulties in excess of what would be expected in view of the limited capacities of some children."<sup>3</sup>

Through suitable remedial programs, most cases of reading failures or retardation can be corrected or greatly improved.

It is essential to deal with basic causes rather than with symptoms alone in overcoming deficiencies in reading. The discovery of existing difficulties by careful observation and means of adequate tests is necessary. The remedial program must go beyond the drilling of children on the phases of reading in which they are weak.<sup>4</sup>

There are many poor readers handicapped by minor difficulties such as low mental ability, physical handicaps, unfavorable conditions, materials that are too difficult, defective vision, inferior instruction, poor motivation and

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2. Albert J. Harris, How to Increase Reading Ability, p. 168.
  3. The National Elementary Principal, Seventeenth Yearbook, July, 1938, (Editorial comments) p. 387.
  4. Loc. cit.



an inadequate vocabulary.

#### Measurements of Ability and Achievement in Reading

If the classroom teacher is well trained and well directed, she can do much toward appraising the abilities and discovering the reading defects and reading interests of her class. She should begin by testing the whole class, by dividing the class into groups in accord with the results of testing. From that beginning she should continually observe, test and appraise these groups until each individual's problems stand out clearly. The mental age and intelligence quotient of the children should be determined by a valid and reliable test. Often a cause of reading retardation is the lack of mental ability. A knowledge of each child's mental age and I. Q. should help the teacher to understand reading defects. The classroom teacher will be greatly aided in appraising reading reading abilities and defects by the use of at least two well-chosen tests.

The reading level and retardation of each child should be computed and individual defects noted.

A carefully planned diagnostic and remedial program for the children who are retarded should be put into use. The teacher should study the child continually. By studying the test items of each retarded child, she should be able to discover the nature and seriousness of his difficulties.

Individual oral reading tests should be given to each child. The causes of reading difficulties may be understood



more perfectly if one can observe a child as he reads orally. The causes of low reading ability will be more clearly understood if notations are made of the various types of defects, such as, mispronunciation, poor enunciation, reversals, omissions, substitutions and words refused.<sup>5</sup>

The most valuable means of discovering minor difficulties in the classroom is teacher observation. Always the teacher must be evaluating pupil performance, detecting new interests, observing defects and noticing change and transfer of interest. The class should be observed as it reads silently. The teacher should watch for visual and other defects. The lack of attention should be noted. The teacher must notice each child's reaction, such as poor attitudes, slow reading, lack of interest in the story, and labored effort in reading. The child must be provided with a satisfying experience and given the type of story he likes best. He must be directed to materials which are easy and interesting to him.

"The teacher must always keep in mind such questions as these:

1. What are the defects of this child?
2. What is his ability level?
3. What are his interests?
4. What is his attitude?
5. Is he trying as he should?

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5. Ibid., pp. 389-390.

which will be mentioned in another paper.

#### **THEORY REVIEW AND DISCUSSION**

6. Is he improving?
7. Is this material interesting to him?
8. Is it too hard?
9. Is he capable of understanding this story or this material at his present level of ability?
10. Is he challenged by this method and by these materials?"<sup>6</sup>

The same general principles that are or should be observed in any other type of instruction should be observed in remedial teaching.

"In choosing and organizing materials for remedial work in reading, six points should be borne in mind:

1. The material should be highly interesting to the pupil.
2. Materials of outstanding popularity among children should be chosen.
3. The material should be of proper difficulty.
4. The materials should be of various types.
5. An abundance of easy reading should be provided as a substitute for review.
6. The teacher should help the pupil develop the need for reading."<sup>7</sup>

"A good questionnaire relating to interests, activity, and experiences is of value in discovering the reading needs of the child. The Witty Pupil Report on

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6. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 395.
  7. Arthur I. Gates, The Improvement of Reading, pp. 124-127.



Interests and Activities and the Fitzgerald Inventory: Interest, Likes, Activities and Experiences have been found helpful for this purpose. In order that the remedial program may be most successful, the appraisal should not be limited to the discovery of the child's weaknesses. It should seek out also his points of strength and power. Often the application of an interest inventory will reveal more about a child's likes and dislikes, interests and lack of interests, than could be learned in a whole year of casual observation and teaching. In some cases the best attack on weaknesses may be made thru the strong points of the child. In any case strong, driving interests are important avenues of attack in overcoming difficulties and failures in reading.<sup>8</sup>

The following may be extremely helpful in discovering interests upon which to build the remedial program for a particular child:

1. What games do you like best?
2. What toys do you want most?
3. What movies do you enjoy most?
4. Who is your favorite movie hero?
5. What are your favorite radio programs?
6. What work do you like best?
7. How would you like to spend next Saturday?
8. If you could have only one pet, which one would you choose?
9. For what do you wish most?
10. What are your favorite books?
11. Check the kind of reading which you enjoy most:

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8. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 392.

and the first time I  
had seen him he  
was a tall, thin, dark  
man with a very  
thin mustache and  
dark hair. He was  
wearing a light blue  
jacket over a white  
collared shirt and  
light blue trousers.  
He had a very  
kind and gentle  
manner and I  
have always liked  
him very much. He  
is a good man and  
I hope he will  
have many more  
years of life left  
in him.

- |                      |                         |
|----------------------|-------------------------|
| a. Poems             | d. Newspapers           |
| b. Stories           | e. Funnies              |
| c. Magazine articles | f. Sports <sup>"9</sup> |

There should be a proper schedule for remedial instruction. Remedial instruction is not effective without a definite place in the daily program.

<sup>"</sup>Some of the time customarily spent in activities in which the pupil is well advanced or in which there is relatively little of importance may be devoted to instruction in reading. In formulating such a program, the following cautions should be observed:

1. Remedial instruction should not be substituted for enjoyable activities.
2. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way.
3. The time allowance for remedial work should be generous.
4. The teacher should have sufficient time to arrange and supervise the remedial work.
5. Remedial work may be either individual or cooperative.
6. Remedial work should be begun at a favorable time.
7. Successes should be emphasized.
8. Improvement should be measured and records shown.
9. The pupil's particular errors and successes should be detected.
10. The teacher's attitude should be optimistic and encouraging.



11. The teacher should help the pupil avoid over-anxiety and extreme effort.
12. Practice should be so distributed as to avoid fatigue and boredom.
13. A variety of exercises and activities should be provided.
14. A plan should be dropped when it fails to produce results after a fair trial.
15. Individual supervision should be continued until the pupil has his improved techniques well habituated.
16. The pupil must be induced to read widely in order to insure further growth in reading.<sup>10</sup>

The children which are scheduled for remedial work are usually pupils who have failed to master the material when it was first taught to them. Therefore, the teacher should start with testing in order to determine reteaching needs. It is of great importance to lay a firm foundation before proceeding to a higher level. If a twelve year old has second grade reading ability, his instruction should start at the second grade level. To find reading of the appropriate level of difficulty is very important in the selection of materials. The pupils should be provided with material which they can read without too much difficulty. Pupils try hardest on material that they like, and older boys and girls often express disdain for books written for younger children. An abundance of varied types of books and exercises should be

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10. Ibid., pp. 129-138.



available if a well rounded program of reading is to be followed. Care must be taken not to introduce too much new material at one time. As the child's reading improves, the difficulty of the materials should gradually be increased. To find reading material which appeals to the interests of older children and at the same time is easy enough for them is often a difficult task.<sup>11</sup>

"Every sign of improvement in the child's work should be noted and praised. Nothing is more stimulating to a child than visible evidence that he is making headway."<sup>12</sup>

Progress charts have proved very successful and should be used freely. Some of the types of charts that appeal to older children are:

- (1) the bar graph;
- (2) a race-track, using a tiny cut-out auto or horse attached by a pin;
- (3) a journey across the country, using a cut-out train, airplane, etc., and a map.

For each different type of remedial exercise that is used there should be a separate chart or graph. The units of improvement should be small enough so that progress can be recorded at frequent intervals.<sup>13</sup>

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11. Albert J. Harris, How to Increase Reading Ability, pp. 168-174.

12. Loc. cit.

13. Loc. cit.



### Difficulty of Reading Material

The teacher should start with what the pupil knows. If he is twelve years old and can read second grade material, he should be given second grade material. At the beginning of remedial reading it is often best to give the child materials which are on a level that is one or two grades below his apparent reading level. One cannot judge reading material by the fact that it is supposedly on a certain grade level. Books labelled the third grade have variations in difficulty. The difficulty of a book depends largely on the vocabulary that it contains. A book which uses a small number of words that recur frequently tends to be easy; one which employs a large number of new words, many of which are used only once or twice, tends to be difficult. The sentence structure and the fact that the material is based on experiences familiar to a child figure significantly in choosing material.<sup>14</sup>

Materials may be gleaned from old readers; however, the language must be modernized. Copies can then be mimeographed. Numerous magazine and newspaper articles are of value for re-writing and mimeographing. The materials must be written with the vocabulary within the child's experience. Some materials may be adapted from old health, language or even number books.

Many teachers write their own materials. Difficult vo-

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<sup>14</sup>. Albert J. Harris, How to Increase Reading Ability, p. 203.



cabulary material can readily find adjustment under the thought of a trained teacher. In writing material, care must be exercised in the selection of clear type. Strange as it may seem, long words are not the ones that are difficult for a child. Children can recognize long words easier than they can short words.

Teachers may find it necessary to write informational material for activities. Most of the primary children will not be able to read reference books, and certainly, children who need remedial reading will delight in reading information so that they may take part in class discussions. Such materials will have to be rewritten to meet the limitations of maturity.

Teachers take advantage of many advertisements of free materials for classroom use. Manufacturing companies, fruit growers and other industries have attractive and useable charts and booklets which they will send on request. For example, General Mills, Inc., Minneapolis, Minnesota, is one such company.

\*Magazines and newspapers also offer good possibilities for use with retarded readers. My Weekly Reader<sup>15</sup> is a weekly newspaper intended for school use. It is available in several editions suitable for different grades. As supplementary reading in remedial programs, this newspaper has been used very successfully. Daily

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15. Printed by the American Education Press, Chicago, Illinois.

and numerous cases of conflicts between the two competing political parties. In other words all political parties in the House seem to be in the position that they will not support any bill that would make more difficult the party's policy. This is the reason why the House has been unable to pass any bill that would have been of benefit to the people of the country. The political parties in the House are so divided among themselves that they have been unable to work together for the welfare of the people. The House has been unable to pass any bill that would have been of benefit to the people of the country. The political parties in the House are so divided among themselves that they have been unable to work together for the welfare of the people.

It is true that the House has been unable to pass any bill that would have been of benefit to the people of the country. The political parties in the House are so divided among themselves that they have been unable to work together for the welfare of the people. The House has been unable to pass any bill that would have been of benefit to the people of the country. The political parties in the House are so divided among themselves that they have been unable to work together for the welfare of the people.

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papers may also be used to good advantage. The sections that appeal most effectively to retarded readers are the comics and sport pages for boys, while the comics and fashion news appeal to the girls. Newspapers may be used for giving specific training in reading and interpreting weather forecasts, advertisements, etc.<sup>16</sup>

Remedial teachers have found the use of picture dictionaries to be very helpful in remedial work with primer level readers. There are some remedial teachers who have the children make their picture dictionaries. In this way the dictionary contains only those words which the children actually need. Children enjoy preparing them--finding and cutting out or drawing illustrations, printing the words in their proper places, and making decorative covers.<sup>17</sup>

Since reading skills cannot be invariably developed and maintained, the teacher must be prepared with tools that will enable her to detect defects as they arise. Thus, she can remedy the defects before they occasion serious disturbance.

The level and the character of material may be selected to incite greater interest. In remedial work, especially, it is important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found to be generally highly attractive may be adapted with some confidence.

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16. Albert J. Harris, How to Increase Reading Ability, p. 220.

17. Ibid., p. 223.

the moment. The new and larger and more solid  
and more substantial is the new system of education  
and more complete training and development. The new  
and more solid and substantial is the new system of  
education and more complete training and development.  
The new and larger and more solid and more substantial  
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and more solid and substantial is the new system of  
education and more complete training and development.

It is of the greatest importance not only to make the pupils' progress possible, but also make clear to the learner the improvement he has achieved.

The need for a variety of content, activities and problems, exercises, and pictures is great. There are excellent exercises in selecting the right picture, in drawing or coloring illustrations according to directions, in the use of puzzle paragraphs to be solved or individual and group competitive games in which the reading is realistic and abundant.

To aid in gaining a mastery of words, children should be given opportunities to reread familiar material as rapidly as possible. Also there should be provided an abundance of interesting, fresh material.

Associations of pictures with phonetic analysis is another aid.

To increase the child's vocabulary of word meanings, new words should be introduced and used in free conversation. The teacher can use these words in talking with the children. Words such as tantalizing, astonished, and amusing occur in one set of basal readers called the Alice and Jerry series. These words can be made a part of the children's vocabulary and be a pleasure to them. Some Spanish words are introduced, such as adios and madre. It is a delight to the children to use these words, especially "adios" when they leave in the afternoon.



The following illustrates the vocabulary that may be built up from flash cards:<sup>18</sup>

Action

stand	sit
walk	jump
bend	whisper
touch	come

Colors

purple	blue
green	yellow
orange	red

Parts of the Body

head	cheeks
fingers	thumbs
nose	teeth
foot	upper lip

Directions

up	between
down	before
in	behind
around	left

Yes and No Foods

milk	coffee
onions	butter
oranges	tomatoes

Numbers

one	six
two	seven
three	eight
four	nine
five	ten

Opposites

hot	cold
inside	outside
land	water
up	down
lost	found
big	little
old	new
hard	soft
north	south
east	west
boy	girl

Children should have many interesting games in looking for sentences and phrase units instead of separate words.

The study of prefixes, suffixes and base words is in-

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18. Chloe C. Baldridge, The Grade Teacher, September, 1940,  
p. 26.



valuable in regular reading and in remedial reading. Companion books to accompany attractive readers give an abundance of practice in such study. The accompanying teacher's manual gives material to be used on the blackboard in games and drills or on mimeographed sheets.

Children may have made interesting lists of words such as beautiful words, new words, or sentences with use of two, too and to.

When a pupil first attempts to learn a word, he must react to its characteristics in such a way as to enable him to recognize the word form and distinguish it from others. There are doubtlessly many techniques employed in studying new words though they may be difficult to detect in the reading of children. Beginners in reading may become aware of bell, ball, hall, or base, chiefly by contour. This type of word recognition is also inadvisable. Recognition of isolated syllables must be combined with the ability to break-up unknown words into parts.

Deaf children who are incapable of utilizing phonetic aids will use more diverse ways of recognizing words than the child who has good hearing.

For voice training in remedial or regular reading, the teacher may prepare numerous interesting things to do, similar to the following:

the first time in history the American and European nations  
have had to make up their minds about the right and wrong  
ways of dealing with each other. The result has been that  
the world has come to understand and appreciate the  
importance of international law and its application in  
the settlement of disputes between nations. This  
is due to the fact that the world has become more  
conscious of the importance of maintaining  
international peace and security. The  
United Nations Organization has played a  
very important role in this regard. It has  
been able to bring together  
all the major powers of the world  
and to work towards the  
promotion of international  
cooperation and  
understanding. The  
United Nations Organization  
has also been instrumental  
in the promotion of  
international trade and  
investment. It has helped  
to create a  
more stable  
and  
prosperous  
world for all  
the  
peoples  
of the  
world.

"I am going to the mountains, Monday.  
I am going to the mountains, Monday.  
I am going to the mountains, Monday.<sup>19</sup>

Charts containing phrases may be prepared. The children will be allowed to see several words at once. Cards with one word may be used for a period of time, then cards with two words, and later cards with three words. Finally, cards with short sentences may be used.

Phrases may be printed on the board, and a shade can be fastened to the top of the board to be lowered quickly over certain phrases, or raised for the children to read at a glance.

Sentences on the board may be read by phrases.

There is no limit to the number of games to be played in matching phrases that are printed on the board. Or, the teacher may read a phrase and have the children find the phrase in the book they hold.

Words such as the following should be used in games and activities for word study: bread, clock, bed, ball, orange, desk, chart, meat, pictures, fruit, potatoes, table, baby, cradle, apples, teacher, marble, train, horse, board, pencil, paper, chalk, car, automobile, pen, chair, basket, book, kiddie-car, and mule.

Later they may be written on the board again and used

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19. Arthur S. Gist, and William A. King, The Teaching and Supervision of Reading, p. 55.

1<sup>st</sup> and 2<sup>nd</sup> year of police in 1<sup>st</sup>  
2<sup>nd</sup> and 3<sup>rd</sup> year of police in 2<sup>nd</sup>  
3<sup>rd</sup> and 4<sup>th</sup> year of police in 3<sup>rd</sup>

4<sup>th</sup> and 5<sup>th</sup> year of police in 4<sup>th</sup>

5<sup>th</sup> and 6<sup>th</sup> year of police in 5<sup>th</sup>  
6<sup>th</sup> and 7<sup>th</sup> year of police in 6<sup>th</sup>  
7<sup>th</sup> and 8<sup>th</sup> year of police in 7<sup>th</sup>  
8<sup>th</sup> and 9<sup>th</sup> year of police in 8<sup>th</sup>

9<sup>th</sup> and 10<sup>th</sup> year of police in 9<sup>th</sup>  
10<sup>th</sup> and 11<sup>th</sup> year of police in 10<sup>th</sup>  
11<sup>th</sup> and 12<sup>th</sup> year of police in 11<sup>th</sup>  
12<sup>th</sup> and 13<sup>th</sup> year of police in 12<sup>th</sup>

13<sup>th</sup> and 14<sup>th</sup>

14<sup>th</sup> and 15<sup>th</sup> year of police in 14<sup>th</sup>  
15<sup>th</sup> and 16<sup>th</sup> year of police in 15<sup>th</sup>  
16<sup>th</sup> and 17<sup>th</sup> year of police in 16<sup>th</sup>  
17<sup>th</sup> and 18<sup>th</sup> year of police in 17<sup>th</sup>

18<sup>th</sup> and 19<sup>th</sup> year of police in 18<sup>th</sup>

19<sup>th</sup> and 20<sup>th</sup> year of police in 19<sup>th</sup>  
20<sup>th</sup> and 21<sup>st</sup> year of police in 20<sup>th</sup>  
21<sup>st</sup> and 22<sup>nd</sup> year of police in 21<sup>st</sup>  
22<sup>nd</sup> and 23<sup>rd</sup> year of police in 22<sup>nd</sup>  
23<sup>rd</sup> and 24<sup>th</sup> year of police in 23<sup>rd</sup>  
24<sup>th</sup> and 25<sup>th</sup> year of police in 24<sup>th</sup>

25<sup>th</sup> and 26<sup>th</sup> year of police in 25<sup>th</sup>

26<sup>th</sup> and 27<sup>th</sup> year of police in 26<sup>th</sup>

27<sup>th</sup> and 28<sup>th</sup> year of police in 27<sup>th</sup>  
28<sup>th</sup> and 29<sup>th</sup> year of police in 28<sup>th</sup>

for silent reading:

1. The names of three things you can eat or would like to eat.
2. The names of four things you can see in this room.
3. The names of three things you can remember having at home.
4. The names of two things that are round like a ball.
5. The names of three things with which you can write.
6. The names of two things on which you can write.
7. The names of two things on which you can ride.<sup>20</sup>

Envelopes may be prepared containing four or five cards. There may be enough for each child to have an envelope or the work may be carried on by groups. On each card is written a description of some object, for instance:

I live in the water.

I swim very fast.

I am good to eat.

Draw my picture.<sup>21</sup>

To help eliminate miscalling sight words, words may be arranged in like and unlike (but similar) pairs:

of  
an  
were

or  
on  
where

if  
them  
and

it  
then  
an

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20. Laura Gillmore Smith, Some Primary Methods, p. 92.

21. Ibid., p. 94.



Each child should have a paper with the word list, and check the like pairs.<sup>22</sup>

Using the imagination in drill work can turn it from a dull, drab lesson to one of an entirely different atmosphere. The teacher may "sell" flash cards to the children as tickets to a circus. If the child knows his "ticket" he takes his seat in an imaginary tent, ready for the circus performance. The circus can be changed to an airplane the next day, or the children may go shopping and move from one store to another if they know their card.

A class newspaper is one of the very best activities for supplementing reading material. Much of the "news" will first be worked out on the blackboard and then transferred to paper by the teacher.

Interesting blackboard reading lessons may be planned, using children's basic reading vocabulary and the initial consonants as they are introduced. Children will read the sentences putting words in the blanks, for example:

1. S \_\_\_\_\_ likes to sun.
2. The s \_\_\_\_\_ comes up every morning.
3. Baby likes to s \_\_\_\_\_.

Children may on another day draw pictures of words that are omitted in sentences:

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22. Ibid., pp. 104-106.



1. Father rides to work in a b\_\_\_\_\_.
2. Baby has a big red b\_\_\_\_\_.
3. I sleep in a b\_\_\_\_\_.
4. I read in a b\_\_\_\_\_.

The type of work shown above should be used for each consonant sound, giving thereby opportunity for the children to develop ability to hear initial, final and medial consonants. Incidentally, the reading vocabulary will be increased.<sup>23</sup>

Children should be taught to listen carefully as words are pronounced, so that they may learn to recognize blended consonants. In using words such as the following, the teacher may ask the children to repeat the words softly as she pronounces them.

step	stand	sting
stone	stick	stamp

A classroom teacher who has had experience with many reading texts can usually form rough estimates of the difficulty of a book by reading it through and studying a few of the pages carefully. In evaluating basal readers, she will find the page-by-page list of new words given in many recently published books to be helpful. The choosing of a book for an individual child can be done by the teacher's estimating its difficulty. She should have the child read a few sample selections from the

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23. Ibid., p. 108.

卷之三

1913a *Amphibolite* *Amphibolite*

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book and tell her which words he does not know. A book intended for remedial reading should not have more than two or three words in a hundred running words that are unknown to the child.<sup>24</sup>

In addition to the level of the material, the character of the material must be selected to incite greater interest. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found generally to be successful can be selected with confidence for remedial reading.

In remedial reading there should be some device for measuring a pupil's achievement each day, and thereby make possible a statement of progress. The daily achievements should be recorded in graphic or other form so as to indicate the curve of improvement.<sup>25</sup>

Such records the teacher may utilize as means of further diagnosis, of discovering in which particulars the pupil errs and in which he requires further experience. The pupils themselves may be taught to check their own errors and to seek for their causes. Checking should have motivation. If children are dishonest or cheat, they discover that difficulties are the concomitants of self-checking.

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24. Albert J. Harris, How to Increase Reading Ability, p. 204.

25. Ibid., p. 206.



### Summary

Remedial instruction is a thorough, systematic and efficient teaching procedure which is aimed at correcting difficulties in the reading program. It is a part of the regular reading program. It is nothing but good effective teaching. It is more thoroughly, more systematically and more efficiently done. Through suitable remedial programs, most cases of reading failures or retardations can be corrected or greatly improved.

The reading level and retardation of each child should be computed and individual defects noted. The teacher should study the child continually. The most valuable means of discovering minor difficulties in the classroom is teacher observation. The child must be directed to materials which are easy and interesting to him. The teacher's attitude should be optimistic and encouraging. The pupils should be provided with material of the appropriate level of difficulty. An abundance of varied types of books and exercises should be available for a well-rounded program of reading.

A class newspaper may be used to good advantage in the supplementary reading program. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide.

*—21—* *Geological Survey of Canada, Memoir No. 119, Part I.*

The following is the list of stations and their numbers which  
should be used with the various tables and the additional  
guidance given. The long and broken list of stations  
which follows gives the following information: name of station,  
name of town, longitude, latitude, elevation above sea level,  
and distance of stations to the nearest hundred miles.

Most often does the medical profession try to avoid patients with chronic diseases with major complications, because they are unable to return to their former self. Although this is a difficult task, we must do our best to make the patient feel at ease. This will enable us to obtain a better understanding of the patient's problem and therefore handle the patient more effectively. We must also take into account the fact that the patient has been living with disease all his life and therefore has developed a certain attitude towards it. The doctor must be able to understand this attitude and try to help the patient to overcome it. He must also be able to explain the disease to the patient in simple language so that he can understand it easily. The doctor must also be able to give the patient advice on how to live a healthy life and prevent further complications. The doctor must also be able to provide the patient with the necessary information about the disease and its treatment. The doctor must also be able to provide the patient with the necessary support and encouragement to help him overcome the disease. The doctor must also be able to provide the patient with the necessary resources to help him manage his disease effectively. The doctor must also be able to provide the patient with the necessary information about the disease and its treatment. The doctor must also be able to provide the patient with the necessary support and encouragement to help him overcome the disease. The doctor must also be able to provide the patient with the necessary resources to help him manage his disease effectively.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

Correct methods of teaching reading assume great importance when it is realized that reading is the most important subject in the elementary curriculum.

In view of the different abilities of the students, it is difficult for the teacher to instruct in reading en masse. Each child requires individual attention according to his needs and abilities.

There are many causes, organic and otherwise, which result in poor reading. One important factor causing difficulty in reading, results from beginning reading before the child is physiologically or mentally mature enough to master it.

Learning to read should be a meaningful process and certain essential principles observed:

1. There should be a definite attack on learning to recognize words.
2. Written symbols should be introduced through units of words, phrases, etc., and
3. Motivation should be definite.

Successful reading accomplishment is a very complex process. Even in the modern school, the obligation to teach children to learn through reading is its outstanding tech-



nical function. Learning through reading is the largest circle of experience into which the child reaches. If the children are forced to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

When diagnosis has revealed a deficiency in reading, remedial instruction should be undertaken to improve abilities. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Through an adequate program, most cases of reading failures or retardation can be corrected or greatly improved. Remedial instruction should be nothing more than good effective teaching.

Much depends on the resourcefulness and ingenuity of the teacher. In addition, the teacher of remedial reading must be a keen observer of her students in order to detect immediately any reading deficiencies.

A child's progress through school and success later in life is directly proportional to his achievement in reading and his ability to comprehend and to interpret what he has read. Therefore, the importance of a good remedial reading program, which would enable those deficient in reading to secure this ability to comprehend, cannot be stressed too strongly.



### Conclusion

The following conclusions were drawn after a careful analysis of the foregoing material.

It may be concluded that mass reading is responsible for difficulty and failure in reading since reading is difficult to teach by group methods. Some of the other factors responsible for reading difficulties are:

1. Organic defects due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis and the like.<sup>1</sup>
2. Beginning reading before the pupil is physiologically or mentally mature enough to master it.<sup>2</sup>
3. Failure to acquire one or more techniques or skills involved in reading.<sup>3</sup>

From the very beginning, learning to read should be a meaningful process. The child must have the proper stimulation and must have a real purpose in reading which makes comprehension essential to the feeling of success. The reading provided should be easy enough for natural reading but should be thought provoking. The child should always be encouraged to read to find out something. As a test of his ability to read, he might be encouraged to relate the story

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1. Supra, pp. 9-10.

2. Supra, pp. 10-11.

3. Supra, pp. 11-12.

Afterwards, he had been employed at various posts.

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to continue the use and adoption of existing  
methodologies of research.

As of August 1999, no information has been made public concerning the specific nature of the investigation or the results of the investigation. The investigation is continuing.

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to the teacher or to the class, or, to conduct a discussion concerning it. The pupil should never be asked to read a selection merely to prove he can read it.

It may be concluded that by taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

Reading readiness depends upon a large number of characteristics including intelligence,<sup>4</sup> visual and auditory perception,<sup>5</sup> language development,<sup>6</sup> background of experience and social behavior.<sup>7</sup>

In regard to the remedial reading program, the children should be classified into instruction groups after intelligence tests and reading tests<sup>8</sup> have been administered and the results carefully analyzed.

After diagnosis and classification of the children, definite objectives and procedures for the remedial reading program must be set-up in order to produce effective results. The major objectives should be:

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4. Supra, pp. 17-18.

5. Supra, pp. 18-19.

6. Supra, pp. 19-20.

7. Supra, p. 21.

8. Supra, pp. 27-29.

and the first and last day of each month. The first day of  
each month is the day when the new moon is visible. This is the day when the sun and moon are closest together.  
The second day of each month is the day when the sun and moon are furthest apart.  
The third day of each month is the day when the sun and moon are closest together again.  
The fourth day of each month is the day when the sun and moon are furthest apart again.  
The fifth day of each month is the day when the sun and moon are closest together once more.  
The sixth day of each month is the day when the sun and moon are furthest apart once more.  
The seventh day of each month is the day when the sun and moon are closest together again.  
The eighth day of each month is the day when the sun and moon are furthest apart again.  
The ninth day of each month is the day when the sun and moon are closest together once more.  
The tenth day of each month is the day when the sun and moon are furthest apart once more.  
The eleventh day of each month is the day when the sun and moon are closest together again.  
The twelfth day of each month is the day when the sun and moon are furthest apart again.  
The thirteenth day of each month is the day when the sun and moon are closest together once more.  
The fourteenth day of each month is the day when the sun and moon are furthest apart once more.  
The fifteenth day of each month is the day when the sun and moon are closest together again.  
The sixteenth day of each month is the day when the sun and moon are furthest apart again.  
The seventeenth day of each month is the day when the sun and moon are closest together once more.  
The eighteenth day of each month is the day when the sun and moon are furthest apart once more.  
The nineteenth day of each month is the day when the sun and moon are closest together again.  
The twentieth day of each month is the day when the sun and moon are furthest apart again.  
The twenty-first day of each month is the day when the sun and moon are closest together once more.  
The twenty-second day of each month is the day when the sun and moon are furthest apart once more.  
The twenty-third day of each month is the day when the sun and moon are closest together again.  
The twenty-fourth day of each month is the day when the sun and moon are furthest apart again.  
The twenty-fifth day of each month is the day when the sun and moon are closest together once more.  
The twenty-sixth day of each month is the day when the sun and moon are furthest apart once more.  
The twenty-seventh day of each month is the day when the sun and moon are closest together again.  
The twenty-eighth day of each month is the day when the sun and moon are furthest apart again.  
The twenty-ninth day of each month is the day when the sun and moon are closest together once more.  
The thirtieth day of each month is the day when the sun and moon are furthest apart once more.  
The thirty-first day of each month is the day when the sun and moon are closest together again.

1. Discovery and correction of visual, auditory and other physical defects.
2. Provide rich and varied experience as a background for comprehension.
3. Provide training in the perception of similarities and differences in visual forms.
4. Develop a wide speaking vocabulary.
5. Provide training in accurate pronunciation and correct English.
6. Development of a desire to read.

Proper motivation may be supplied by attractive and interesting books which are placed in a light and inviting room. The atmosphere must be wholesome and conducive to pleasant reading experiences. In addition to the use of books in the reading corner, or reading room, interest may be developed by other methods such as:

1. Pictures accompanying stories.
2. Labelling of various items in the room.
3. Bulletin Boards with attractive reading displays.
4. Class newspaper.

Happiness in the school situation is vitally important to reading. The child must be assured some degree of success if he is to attain high achievement in reading.

Not all students learn to read with the same degree of efficiency. Therefore, for those who are slow at learning, a remedial reading program is necessary. This remedial teaching should correct weaknesses, remove inappropriate habits,

and the Latin word for the same thing, *propositum*, is derived from the Latin verb *proponere*, which means "to put forward," "to propose," or "to offer." In this context, it refers to the act of presenting a proposal or a suggestion to another person or group. The term is often used in business, politics, and law, where it describes a formal presentation of a plan or idea. It can also refer to a statement or argument made in support of a particular position or proposal. In general, the word *propositum* conveys a sense of formality and seriousness, suggesting that the speaker is making a significant claim or offering a substantial contribution to a discussion or debate.

or substitute a good technique for a poor one.

There should be a proper schedule for remedial instruction as it cannot be effective without a definite place in the program. However, it should not be substituted for enjoyable activities. It must be handled in such a way that it is not embarrassing to the pupil, and the time allowance for the work must be generous and sufficient.

The teacher who has had plenty of experience with many reading texts should be able to classify accurately the difficulty of reading materials. A teacher with plenty of initiative may choose to write her own material or make up readers from former selection in books, magazines, etc. The teacher must begin on the child's level and help him to progress. He must constantly be made aware of the fact that he is making progress, not in comparison with the other members of the class, but in connection with his own previous attainments.

It is now recognized that most of the other subjects in school are based on good reading. Therefore, the child who has mastered his reading difficulties comes nearer to mastering other school subjects.

and to give a full account from a collection of  
memoranda of the role which our country and about world  
at early stages of world-war played in making it so  
and soft understandings and relations of general interest and  
that was a form of alliance of June 22, 1915 before entered  
into fully with the other two or four nations, and at the  
beginning the members of this bloc will not  
have done themselves the opportunity and convenience of all  
with very extensive efforts of all in blockade without  
and the blockade will be imposed as a collective guarantee to certain  
protection of Britain for her safety of ships and  
affairs, and also to afford the members of the bloc mutual  
aid in all that has been agreed upon, and that  
each shall stand by the other in case of aggression from  
any nation which may be engaged in the same, and for  
which reason they will do nothing in their ranks and  
at their disposal which can have such influence over all the  
one side or another without loss to themselves, and  
conduct of whom must be held in the highest and  
most perfect freedom.

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and the first 2000 feet of the well, which contains  
the upper part of the Cretaceous, was found to be

about 1000 ft. thick and contained a few thin, thin-bedded

shales, some thin dolomites, and thin dolomitic shales.

The lower part of the Cretaceous is about 1000 ft. thick

and consists of dolomites, dolomitic shales, and thin dolomitic

shales, all showing signs of dolomitization.

At the bottom of the well, the dolomites are very hard

and show signs of dolomitization, and the dolomites are  
thin dolomites, thin dolomitic shales, and thin dolomitic

shales, all showing signs of dolomitization.

Below the bottom of the well, the dolomites are very hard

and show signs of dolomitization, and the dolomites are  
thin dolomites, thin dolomitic shales, and thin dolomitic

shales, all showing signs of dolomitization.

Below the bottom of the well, the dolomites are very hard







